

As Easter Day falls on March 31st the work on Programme 113 has been arranged for a term of nine weeks only. If the term extends over Easter, a week's extra pages may be taken.

Programme 113.†

L<sub>2</sub>

(January to March, 1929.  
(April to July, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM II. (A and B).

PUPILS' NAMES.....

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Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Genesis*, chapters 37, 39-46 inclusive. Teacher study Paterson Smyth's *Genesis* (Sampson Low, 1/6), lessons 17-22, inclusive, to bring the passage home to the children, adding comments if necessary.

II. *St. Mark's Gospel*, chapters 9-16, inclusive. Teacher study lessons ix.-xvi., inclusive, of Paterson Smyth's *St. Mark* (A.P.C.K., 1/6).

Sunday Reading (optional) :

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 3/6). (b) S.P.C.K. *Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). Teacher will find useful (d) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6), and (e) Peloubet's *Bible Dictionary* (R.T.S., 10/6).

A (f) *The Book of Saints and Heroes*, by A. Lang (Longmans, 5/-). (g) *The Life of Sam Pollard of China*, by

† The 113th term of work set since the Parents' Union School began.

W. Pollard (Seeley Service, 6/-). (h) *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 77-135.  
B (f) *Sketches of Church History*, by E. Grierson (S.P.C.K., 3/6).

Sunday occupations:  
A *The Book of Centuries*, see under General History.  
Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1929). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

#### Writing.

A & B *A New Handwriting*\* (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *The Tempest*, or from Poetry Books set. Two perfectly written lines every day.

#### Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson, see leaflet H).  
A (a) Stories from work set in History and Reading, (b) verses on events of the day, etc., in the metres of poems read.

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

#### English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.  
A *A New English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 40-64, with additional exercises from *Exercises in English Grammar*,\* by R. B. Morgan (Murray, 1/9), or continue.  
B *First Grammar Lessons*, by C. M. Mason (Dent, 1/6), Part I., lessons 1-8, inclusive.

#### English History.

A & B *A History of England*,\* by H. O. Arnold-Forster (Cassell, 8/6), chapters 66-69, inclusive, (1756-1793), pp. 642-683.

Marten and Carter's *Histories, From then till now* (Blackwell, 12/6), (1756-1793), may be used instead.

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part VI. (1700-1799), (Batsford, 3/-). Take the *Home and Classroom* section of *The Times*: order direct from *Times* Office (6/- yearly).

#### French History.

A & B *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 223-259 (1756-1797).

#### General History.

A *The Ancient World*,\* by A. Malet (University of London Press, 3/6), pp. 143-176.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: *Ancient Crete*,\* by D. A. Mackenzie (Blackie, 1/3), pp. 32-52.

#### Citizenship.

A North's *Plutarch's Lives: Cato*,\* (Blackie, 10d.), pp. 67-117. *The Citizen Reader*,\* by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 16-19 (inclusive).

B *Stories from the History of Rome*,\* by Mrs. Beesly (Macmillan, 2/6), pp. 62-114.

#### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography*,\* (7/6), or, Philips' *Commonwealth Atlas* (2/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 143-210; or, *The Counties of England, Ambleside Geography Book III.*\* (Kegan Paul, 4/-), pp. 277-315, with Philips' supplementary maps: Hants, Sussex, Kent (4d. each).

*Round the Empire*,\* by Sir George Parkin (Cassell, 2/6), pp. 244-258 for map study. Make maps, showing trade routes and cables, see Philips' Atlas above.

A *Hakluyt's English Voyages* (Horace Marshall, 3/-), pp. 96-137.

\* Overseas members see special leaflet.

**Natural History,<sup>1</sup> etc.**

A *Life and Her Children*,\* by Arabella Buckley (Macmillan, 6/-), pp. 103-134.  
B Kingsley's *Madam How and Lady Why*\* (Macmillan, 4/-, or, Dent, 2/-), chapters 1 and 2 (or take A work).  
A & B *The Sciences*,\* by E. S. Holden (Ginn & Co., 3/9), pp. 72-96: children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Or, (2nd year in II.A only), *The Mysterious Ocean of Ether*,\* by C. R. Gibson (Blackie, 1/3), pp. 5-39.  
Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., *Nature tracking* (see S.N.S.U. leaflets, Nos. 15-17, 2½d. each). Star studies: *Astronomy Simply Explained*, by F. W. Murray (James Brown, 1/-). *Country-side Rambles*, by W. S. Furneaux (Phillips, 2/6), may be used.

**Picture Study.**

A & B Reproductions\* of six pictures by Burne Jones (P.N.E.U. Office, 2/-). See notes for teachers in the January *Parents' Review*, also *Home Education*, pp. 307-311.

**French<sup>2</sup> (see N.B. 3).**

A & B *French Lessons on the Direct Method, Junior Book*,\* by Marc Ceppi (Hachette, 2/-), lessons 11-14, inclusive; or, more advanced: *Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 6-9. Optional (A) (for narration), *Sur la Montagne* (Blackie, 6d.); (B) *Tableaux Auxiliaires Delmas* (Hachette, Series II, 5/3).

*Recueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.).

**Latin (see N.B. 3).**

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, Part II., 1/9), §§ 1-9, or, continue Part I. (1/6).

**Arithmetic (see N.B. 3).**

A *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 116-123, 54-56. Revise Tables.  
B *A New Junior Arithmetic*,\* pp. 67-84, or, continue.  
A & B Much care with tables and rapid oral work. For additional examples see Ballard's *Fundamental Arithmetic* (University of London Press), Teacher's Books II. (2/-), III. (2/3). Pupil's books (10d. and 1/-).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

**Important:** to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9), or, teacher: *Teaching the Essentials of Arithmetic*, by P. B. Ballard (University of London Press, 6/-), also papers in the *Parents' Review*.

**Geometry or Algebra (2nd year in II.A). (See N.B. 3.)**

(a) *A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-18; or, (b) *Commonsense Algebra for Juniors*,\* by F. Potter and J. Rogers (Pitman, 2/-), pp. 1-12.  
*The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Drawing.**

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Twigs of trees in brush-drawing. Brushwork designs, see Glass, pp. 79-83. Studies of things used in the kitchen or in the garden, see Glass, p. 9. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brushes and colours (P.N.E.U. Office, 2/6)\*: work should be done with brush and in colour; pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Recitations.**

A & B (a) Two suitable passages of about twelve verses each from *Genesis*, e.g., chapter 40, and from *St. Mark's Gospel*, e.g., ch. 9, (b) Psalm 33, (c) a hymn by Cowper, and (d) one of the following:—a scene from Shakespeare's *The Tempest*, or thirty lines from Scott's *Lay of the Last Minstrel* (Oxford Press, 1/-, or complete poems, 3/6); fifty lines from *Lyra Heroica*\* (Macmillan, 3/6).

**Reading (including holiday and evening reading).**

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *The Tempest*\* (Blackie; Plaintext Edition, 6d.). Scott's *Redgauntlet*\* (Nelson, 1/6). Scott's *Lay of the Last Minstrel*\* (Oxford Press, 3/6, or 1/-).

A Bulfinch's *Age of Fable*,\* (Dent, 2/-), pp. 127-148.  
B *The Heroes of Asgard*,\* by A. & E. Keary (Macmillan, 3/6), pp. 109-162. *With Clive in India*, by G. A. Henty (Blackie, 3/6).

**Music.**

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use

Berlinger's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6), for teacher's own study.

#### Musical Appreciation.

Handel, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6) and see article in January P.R.

#### Singing.

*The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 23-26 (Curwen & Son, 2/6). *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 42-44 (Curwen, 3/-).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series I. (Ling Association, 11d.). Ex-Students take House of Education Drills. *Recreational Games*, by E. N. Herbert (Philip, 3/-). Hockey net ball.

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Simple Crafts*, by N. A. Poole (University of London Press, 2/6): cardboard modelling: make four models (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students make House of Education Models. Weave bags, shoes, mats, see *Simple Crafts* above. *Simple Stitch Patterns for Embroidery*, by Anne Brandon-Jones (Batsford, 2/6). Make (a) toys from *The Play-work Book*, by Ann Macbeth (Methuen, 3/6), (b) napkin rings with enamelled cane (Dryad leaflet, No. 56, 6d.). Help to make *The Happy Little House* (*Die Vrolike Huisje*), by M. W. Spilhaus (Blackwell, 2/-). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent*. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/6), and Ribbon (2 inches wide 2/2 a yard,  $\frac{1}{2}$  inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM II., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

I. A & B 1. Write a short account of what happened when Joseph was brought from prison to stand before Pharaoh in the great hall of the palace at Memphis.

2. "I am Joseph, your brother whom ye sold into Egypt." When were these words spoken? Describe the occasion. What message did Pharaoh send when he heard what had happened?

A 3. What do you know of (a), Reuben, (b), Judah, (c), Simeon, (d), Israel, in connection with the journeys to Egypt to buy food?

II. A & B 1. Give an account of the Transfiguration.

2. Describe the preparation for the Passover and the Last Supper that followed.

A 3. (a), "Why could we not cast him out?"; (b), "What shall I do that I may inherit eternal life?"; (c), "Which is the first commandment of all?" On what occasions were these questions put to our Lord? Give fully His answer to two of them. What lessons may we learn?

Writing. (Writing is also considered in each answer.)

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

A *Life and Her Children*, page 209, "In any pond . . . underneath."

B *Stories from the History of Rome*, page 179, "When I compare . . . than you."

#### Composition.

A & B 1. Write in verse, or prose, about one of the following,—  
(a), "Ariel"; (b), Sir William Deloraine; (c),  
"Atalanta"; (d), the Giant Skrymir.  
2. Give one of your favourite scenes from (a), *Red-  
gauntlet*, or, (b), *The Tempest*.

#### English Grammar.

A 1. Analyse the following. Describe (parse) the words in italics,—

*Slowly*, silently, *now* the moon  
Walks the night *in* her silver shoon;  
*This* way and *that* she peers and *sees*  
*Silver* fruit *npon* silver *trees*.

2. What is the work of a preposition? Give examples in four sentences.  
3. Make sentences containing (underlined), — (a), an adverb phrase, (b), an adjectival phrase, (c), a verb phrase or complement, (d), a conjunction.  
B 1. Pick out subjects and predicates in the verse above.  
2. Pick out the nouns, adjectives and verb in the following sentence,—Tom's tall father skated two miles down the frozen lake.

#### English History. (Kindly state whether "Arnold Forster" or "Marten & Carter" has been used.)

A & B 1. Write a short account of Robert, Lord Clive.  
2. What do you know of the taking of Quebec and of Wolfe? Dates.  
A 3. What British Colonies existed in North America in 1765? What was (a), the reason for and, (b), the result of, the passing of the Stamp Act?

#### French History.

A & B 1. Describe (a), the capture of the Bastille, and, (b), the fête of the Champ de Mars.  
2. Give an account of the flight of Louis XVI. and Marie Antoinette to Varennes and their return to Paris.  
A 3. What do you know about the condition of France after the death of Louis XV.?

#### General History.

A 1. What do you know about two of the following,—(a), the public speakers, or orators, of Athens, (b), the Acropolis, (c), the festivals of Athens, (d), Philip of Macedonia?  
2. Mention three of the drawings you have made in your Century Book, and describe one of them and its connection with the history you have read this term.

#### Citizenship.

A 1. What lesson did Cato learn from Marius Curius? Tell two stories about Cato which caused men to wonder at his virtue.  
2. What led to the Covenant of the League of Nations? In what ways does the League (a), try to prevent war, (b), build up peace?  
B 1. Tell the story of Cincinnatus.

#### Geography.

A & B 1. Give a rough sketch map of Hampshire, putting in boundaries, downs, towns. Describe the coast of the county,  
or, A 1. Show on a rough sketch map the route of the Trans-Siberian Railroad, putting in the chief towns. Describe a journey over the Caucasus.  
B 1. What places would you pass in going from Chelyabinsk to Vladivostock? Describe two of them and say what you know about the Siberian fur trade.  
A & B 2. Trace three great trade routes, saying where a ship would call in going (a), from England to the China Sea, (b), Australia to England, (c), British Columbia southward to New Zealand.  
A 3. Write "a report on Newfoundland" from a letter written to Richard Hakluyt.

#### Natural History.

A 1. What mantle-covered animals have you seen? Describe the structure of one of them with a diagram.  
2. How could you make a simple barometer? Diagram. Explain the use of the barometer.  
(Second Year in II.A only.)  
or, 2. Why do Scientists consider that the ocean of ether and light have some connection? Describe and explain an experiment to show that the direction of a ray of light may be changed.  
B 1. Describe some of the work done by water, (a), as a mist on a hillside, (b), as a spring.  
or, 1. What do you know about two of the following? —(a), a mussel, (b), a limpet, (c), a garden snail, (d), a sea-slug, (e), an octopus. Make drawings.  
2. Explain how (a), a blacksmith can fit a new tire to a wheel, (b), a diving bell is used. Give a diagram of (b).  
A & B 3. What have you noticed this term about (a), the forms that ice takes in a great frost, or, (b), tracks left by animals in the snow?

#### Picture Study.

Describe "King Cophetua and the Beggar Maid," by Burne-Jones.

French.

A 1. Answer in French sentences, the first ten questions, exercise III., page 31 (Marc Ceppi).  
or, A 1. Imagine that your parents have just moved. Describe the new house in French.  
2. Write the first ten sentences of exercise II., page 37, in the Present Indicative.  
B\* 1. Marc Ceppi; 1 above, but oral only.  
2. Write six sentences in French about "Le petit Louis."

Latin.

A 1. Write the three participles of "rego," with their meanings.  
2. Translate (1) Let us see the king. (2) The voice which we hear is loud. (3) He comes to hear the choir.  
3. (a), Translate § 9 from "Insula" to "quingenta." (b), Read the Latin of (a) again, then write a narration in Latin.

Arithmetic.

A 1. From three thousand and two take two thousand and three.  
2. Simplify  $(3\frac{1}{7} - 2) \times (4\frac{7}{8} - 1\frac{2}{3})$ .  
3. If a man walks 18 miles each day how long would he take to walk 99 miles?  
B 1. Add together 325.56; 49.325; 2.43; and from the result take 54.375.  
2. What is the total length, in metres, of 25 rulers, each 32 centimetres long?  
3. Express 15/- as the decimal of £1.

Geometry.

A 1. Say what the following are and make a figure for each:— an acute angle, an obtuse angle, a diameter, an arc, a chord.  
2. Take two points A and B 5 centimetres apart. Find with your compasses a point 4 centimetres from A and 3 centimetres from B.

Algebra.

A 1. A boy is  $x$  years old. His brother is  $y$  years older. How old is the brother? If their father is  $z$  years old, by how many years is he older than the younger boy? Make up ages for the two boys and say what  $y$  would be then.  
2. A room is  $a$  feet long,  $b$  feet broad, and  $c$  feet high; What is the area of the floor, of the long wall, of the short wall? Draw diagrams of each.

Drawing (with brush and in colour.)

1. An original illustration for a scene from (a), *The Tempest*, or, (b), *The Lay of the Last Minstrel*.
2. Some twigs with leaf-buds.

Musical Appreciation.

What music by Handel have you heard this term?  
Say what you can about one of his compositions.

Recitations. \*

Father to choose a hymn, a poem, or a scene from *The Tempest*, and two passages from the Bible Lessons.

Reading. \*

Father to choose unseen passage.

Music. \*

Examine in work done and report progress.

Singing. \*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. \*

Drill, before parents.

Work. \*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 18th. Papers to be posted on Saturday, 23rd, with no other enclosure. Schools may send in papers up to March 30th.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, i.e., one answer at least in each subject, (b) the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report* Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.